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ABSTRACT

Developments relating to college admission standards, the quality of high school curricula, and academic achievement are discussed by a representative of the College Board. Attention is directed to College Board data on the following issues: the decline on verbal and mathematics Scholastic Aptitude Test scores; trends in the number of years that specific disciplines are studied during high school; and national trends in high school performance and students' plans to attend college. Characteristics of college dropouts and persisters are addressed, and tests/programs that help students plan for college or compete for scholarships are identified. The following College Board programs are described: the Advanced Placement Program, which enables academically-talented students to undertake college courses at high school; the Student Outcome Information Service, which collects information on the effects of colleges on students and their attainment of goals; and Project EQuality, which is designed to improve the quality of secondary education and to increase access to postsecondary education. In order to help address predictive validity concerns, data are presented on: SAT scores, number of years of study by subject, self-reported class rank, and estimated high school grade point average. (SW)

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Testimony

of

John Vaccaro
Associate Director, Midwestern Regional Office

for the

National Commission on Excellence in Education

on

College Admissions and the Transition to Post Secondary Education

June 23, 1982

Chicago, Illinois

U.S. DEPARTMENT OF EDUCATION
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NE 016 799

Mr. Chairman and Members of the Committee, my name is John Vaccaro. As associate director of the Midwestern Regional Office in Evanston, Illinois, I welcome this opportunity as the College Board representative to give testimony at this public hearing on College Admissions and the Transition to Post-secondary Education.

The College Board is a not-for-profit membership association of more than 2600 schools, school systems, colleges and associations. Since its founding in 1900, the chief mission of the College Board has been to widen access to college and to equalize educational opportunity. This mission is carried out by providing a set of standardized tests, a standardized need analysis service, and concomitant services designed to assist students, parents, schools, and colleges in the student transition from secondary to post-secondary education. A continuing program of research is central to the work of the Board. By charter, the Board is also committed to further the development of representative opinion with respect to educational standards. This is accomplished by providing a medium for the cooperation of secondary schools, colleges, and other institutions of higher learning to discuss common educational problems; to reach consensus on possible solutions; and to implement programs and services in the solution of those problems or in the enhancement of the attendant opportunities.

The College Board, as a national test sponsor, has had the opportunity to test approximately one million students of each of the high school graduation classes over the past decade. Each of these SAT and Achievement testing populations has reflected the college going characteristics of approximately two thirds of the college-bound population each year. In turn, these one million students have represented approximately one third of each graduating class. In addition to the measured test performance, since 1971, much additional information has been collected from students. This combination of test information and student reported information reflecting high

school information, socioeconomic characteristics, and college plans provides an extensive longitudinal information data base that could be useful to this commission in its undertaking.

For the record, the Scholastic Aptitude Test is a multiple choice test that measures general verbal and mathematical abilities. It is a test of developed ability, not of innate intelligence. Through extensive research, it has been shown that these abilities are related to academic success in college. Further, these abilities develop slowly through both in-school and out-of-school experiences. Although the SAT is not intended as a measure of the quality of high school education or of knowledge in specific courses of study, it is designed to be consistent with school-based learning.

In addition to the collection of test and student information, the College Board has had the unique opportunity through its management information system for high schools and colleges to document what happens to students during their critical freshman year in college. Individual colleges have analyzed the characteristics of successful and unsuccessful students that can and do translate into institutional strategies for recruiting, selecting, and retaining future students. In their continued striving for excellence in education, it becomes increasingly important for colleges to provide appropriate educational and social experiences for students with full cognizance of their prior academic preparation and related school experiences.

I want to share selected pieces of information from that management information system in support of your investigations. At the outset, I want to acknowledge the College Board's willingness to provide you with additional information that may be important to your work, but by necessity of time, was not presented as testimony.

Specifically you called for testimony to assist you in studying admissions standards with particular reference to the impact upon the enhancement of quality and the promotion of excellence that such standards may have on high school curricula and on expected high school academic achievement. The following information relates to that issue. 1963 marked the beginning of a decline on the SAT verbal and mathematical scores. That decline has been slow but steady in both areas as reflected in 1980 by a 54-point verbal decline and the 36-point mathematical decline. Scores on both portions of the test did not change last year. The phenomenon of that score decline with the attendant public attention led to the formation of a National Advisory Panel on the Scholastic Aptitude Test Score Decline, chaired by Willard Wirtz, then Chairman of the National Manpower Institute in Washington. The findings of that body were reported in On Further Examination in 1977. While the test score decline was of primary interest in that study, other reported student information gave us important national insights in terms of what was happening in the school to college transition process. As examples, the information contained in the ATP Summary Reports published by the College Board showed that since 1973, the number of years of study of English in high school has remained relatively constant for the ATP taking population. The range has been from 3.95 years of study in 1975 to 3.98 in 1981. In mathematics, the range has been from 3.32 years of study in 1974 to 3.52 in 1981. This pattern reflects a continued increase in the number of years of study in mathematics. In foreign language study, the trend is in the opposite direction. In 1973, students reported 2.42 years of foreign language study and slowly decreased to 2.17 in 1980 with a slight rise to 2.18 in 1981. A statistic of concern is that in 1980 and 1981, 14% of the students reported that they did not take any foreign language

courses in high school. This has risen from 9% in 1973. Your study of university and college lower division requirements might be interfaced with this type of data to perhaps allow you to draw some meaningful inferences between admissions standards and courses of study pursued by students in high school.

The number of years of study in the biological sciences ranged from 1.36 in 1973 to a high of 1.47 in 1976 and the subsequent fall-off to 1.40 in 1981. The numbers of years of study in the physical sciences increased from 1.47 in 1973 to 1.79 in 1981. The number of years of study in social studies was 3.28 in 1973 dropping to 3.15 in 1976 with a subsequent rise to 3.22 in 1981. Further analysis of the data would show trends that can provide different insights. One such example is that in 1973, 22% of the females taking the SAT indicated that they did not take any physical science courses. By 1981, this percentage had decreased to 11%. Conversely, the percent of females taking three years of physical science increased to 14% in 1981 from 7% in 1973. Whether these trends reflect changes in the population taking College Board tests or in high school curriculum developments is unknown. At the same time, it needs to be recognized that these trends may and do differ at the state and local level with appropriate implications for interpretation.

In terms of the high school performance and plans to attend college, the following observations can be made based upon the national trends. The median percentile rank of self-reported class rank was highest in 1975 at 78.7 with a low median rank of 74.9 reported in 1981. This change for the most part reflects the fact that more students in the bottom two fifths of their class plan to attend college and fewer students in the top two fifths plan to attend college. In 1975, 77% of students taking the SAT reported class

rank in the top two fifths. In 1981, only 70% reported similar ranks.

At the same time that reported class ranks of the SAT population has fallen slightly, the grade point averages of students have fluctuated. The pattern has been grade inflation for several years followed by grade deflation for several years. Estimated high school grade point averages are computed for the test taking population based upon students' self-reported grades at the time they registered for the test. In 1973, the average grade point average was 3.04 rising to 3.12 in 1976 and gradually declining to 3.06 in 1981. The pattern of slight grade inflation and then deflation was similar over the years for males and females with highest total grade inflation being .10 for males and .05 for females. Each year, females have reported slightly higher grades than their male counterparts.

Reflecting the expansion and the diversification of the higher education system in the United States that this Commission addressed in its background paper for this hearing, is the fact that the proportion of minority students participating in College Board testing programs has increased from 11% in 1973 to 18.1% in 1981. The proportional rise has been similar for males and females. The proportion of females both majority and minority taking College Board tests has steadily increased over the years, which reflects the fact that a majority of today's college students are women.

I have selectively and briefly touched on the relationship of College Board information, obtained from a significant proportion of this nation's college-going population, to some of the issues posed by this Commission. As appropriate to your work, a more thorough and detailed analysis of available information might be considered.

Historically, colleges have examined the potential of students to succeed in college primarily on the basis of their academic ability as measured by high school performance and college admissions tests. A recent

College Board study, Personal Qualities in College Admissions, investigated what qualities, aside from academic ability, do colleges consider when making admissions decisions. While the study showed that the nine independent colleges studied gave academic factors overall about three times the weight in admissions decisions that they gave personal qualities overall, it was also found that personal qualities (including extra-curricular achievement) count less than some have formerly assumed. Further, those qualities tend to count more at more selective institutions than at less selective ones. The study seeks to make a case that a more informed attention to personal qualities by colleges will help them improve recruitment, selection and retention of students in coming years as colleges strive to insure that students enrolling will do well academically, make a contribution to the institution and fit the programs offered.

In addition to looking at characteristics of students as they move from high school to college, it is equally important to examine the characteristics of those students who remain in college and the characteristics of those who drop out of college. The proportion of students who enter college without graduating is a staggering 30-45%, depending upon type of institution. While many of the dropouts do so for academic reasons, financial reasons are often cited as a major factor. In addition, personal and motivational reasons along with general dissatisfaction with college lead many other students to drop out. While not all students entering college should be expected to graduate, educators are deeply concerned that too many academically talented students are not fulfilling their potential that colleges might afford to them and they in turn to society.

Students dropping out for academic reasons speak to the need for better preparation in the high school and perhaps a modified instructional approach

at the colleges without a compromise in the quality of that education. At the same time, students dropping out for financial reasons should cause us to examine carefully the resources that are being expended and the way in which they are expended to insure that academically capable students are not forced to drop out for financial reasons. Colleges will have to develop creative approaches in working with students in the resolution of the personal and motivational problems that are often posed as reasons for dropping out. A careful analysis of the charactersitics and attributes of students dropping out can lead colleges to develop effective retention programs.

Because success in college is probably directly related to the strength of the high school academic program pursued by students, it is important that students begin thinking about the college-going process as soon as possible. Presently, the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test is taken in October of the junior year by approximately 67% of the college-bound population. Thus, a significant proportion of the college-bound population is into the college planning process early in their junior year at the latest. In addition to the college planning activities associated with the PSAT/NMSQT, all students automatically enter the competition for the National Merit Scholarship Program which has two major purposes: to promote academic excellence by focusing attention on highly able young people, thus increasing their educational opportunities; and to encourage support for scholarships for academically talented students throughout the United States. Black students can also request consideration for the National Achievement Scholarship Program, which has as its major purposes identification and recognition of outstanding Negro students demonstrating academic promise. A substantial number of the most outstanding participants are offered Achievement scholarships.

There are indications that the college planning process is beginning earlier in many high schools. This is evidenced by the fact that over 160,000 sophmores sat for the PSAT/NMSQT last year. Appropriate guidance activities in conjunction with the test results should lead to better college planning including the election of a high school curriculum most consistent with student needs and expectations.

Perhaps no program or undertaking of the College Board more typifies the commitment to excellence in education than does the Advanced Placement Program that began in 1955 as a partial response in the Sputnik era over concern that our high school students were not being sufficiently challenged in the classroom. The response produced a partnership among high schools, colleges, and the College Board that resulted in the teaching of college level courses at the high school level based upon a prescribed syllabus. Appropriate examinations are given at the end of each course and colleges award college credit on the basis of these examinations. The program currently provides syllabi and examinations on 24 introductory college courses in 12 fields. The number of academically talented students participating in the Advanced Placement Program has steadily grown from its modest beginnings so that last year almost 134,000 students sat for over 178,000 examinations. Over 70% of AP students get a grade of three or higher, which means that most colleges will grant them credit for performance at that level. The Advanced Placement Program serves as a cornerstone to excellence in the high school curriculum and has served to involve some of the most talented of the high school youngsters. There is always room for identification of the many equally talented youngsters not currently involved in college level courses while in high school. The College Board is committed to helping schools establish Advanced Placement programs by providing curricular materials along with appropriate teacher training. The wide acceptance by colleges

in the granting of college credit for AP work has added a national dimension by insuring that student initiatives to pursue college level work are rewarded with appropriate college credit relative to student performance.

One of the stated purposes of the Commission is to examine information of what college freshmen expect to achieve in college versus the difficulties they encounter. It is an important purpose and one that the College Board supports. One of our services, the Student Outcome Information Service, is geared to assist colleges in gathering information that directly reflects the effects of colleges on students and the degree to which students have attained, through college, their educational goals and personal development aspirations. Our work involves not only the collection and analysis of information, but more importantly, working with colleges to incorporate the information directly into their ongoing institutional decision processes.

In many ways, the purposes and on-going activities of the College Board complement the mission of the National Commission on Excellence in Education as outlined in the purposes and functions section of your charter.

Throughout its history, the College Board has been committed to excellence in education. Perhaps the latest and clearest reflection of the Board's renewed commitment to educational excellence is the EQuality project now firmly anchored as a major College Board activity. The project is designed to better the quality of secondary education in the United States and to increase access to post secondary education, both for majority and minority students. By definition, this undertaking embodies "quality" and "equality." In its simplest terms, it is an effort to enlist schools and colleges in a concerted cooperative campaign to strengthen the quality of secondary education and at the same time, to carry further the hard won gains of equal opportunity made over the past twenty years. It is conceived as a decade-long effort

and has begun with a comprehensive, nation-wide review of the college preparatory curriculum in the United States. It has started there in belief that initial focus on the traditional, and still largely central academic aspect of secondary schooling will produce a foundation on which programs of quality and all other aspects of education can be built for all students.

By involving nearly 600 school and college educators from around the nation in committee discussions, dialogues and a national symposium during its first year, the EQuality project defined and gained wide acceptance of the six basic competencies that all students should have. Project participants also reached agreement on the academic subjects considered essential for an adequate college preparatory program in high school. The six include: English, mathematics, social studies/history, science, second language and the visual and performing arts.

Current attention is being focused on developing precise definitions of the learning outcomes which should result from the study in high school of the six academic areas identified as essential to college preparation. Additional dialogues involving nearly 1,000 faculty members and administrators from schools, colleges and educational systems have been held in an effort to reach consensus on outcome statements in each subject area. The strategies required for curriculum change in the high schools to incorporate those learning outcomes are anticipated outcomes of these current efforts. It is expected that through the dialogues and a synthesized assembly scheduled for the early fall of 1982, additional guidance will be received on key issues such as how the Board can work with local communities to implement the competencies in academic curriculum and how such implementation relates to text books, teacher education and retraining, and new kinds of assessment and testing. Joint implementation efforts by schools and colleges around the country as

as well as identification and sharing of effective experiences in remedial/ development education will be special interests of the project in the months ahead.

Currently underway in San Antonio, Texas is Options For Excellence, a model Project EQuality program which has already shown positive results in identifying academically talented minority youth. This foundation-sponsored program demonstrates the bringing together of private money to support the upgrading and quality of public and private education and in so doing, to facilitate greater access of minority students to higher education. The expansion of the Advanced Placement Program in the San Antonio area high schools has been supported with appropriate teacher traning and the provision for supplemental curriculum materials to support the upgrading of the high school curriculum.

Other model cooperative efforts between schools and colleges are being explored in other parts of the country as well. While the methods and procedures may differ to reflect local needs, all efforts will be designed to improve the quality of secondary education, to increase the opportunities for post-secondary education for all students, and to increase the actual college-bound population. This endeavor has the potential to renew a commitment to excellence in all of education. The cooperation of all sectors -- education, industry and government -- can make it possible.

The College Board recognizes that it has a responsibility not only to measure, through its standardized tests, the results of a student's learning experiences, but to be a catalyst in bringing focus and direction to those educational experiences that will increase the likelihood that all students desiring to enter post-secondary education after completion of high school will indeed have the academic skills necessary to compete successfully in

programs and colleges of their choosing.

In conclusion, I want to say that the concerns leading to the formation of the National Commission on Excellence and to this particular hearing on College Admissions and the Transition to Post-Secondary Education are shared by the College Board as a membership educational association dedicated to the identification and evaluation of student capacities to facilitate the school to college transition.

That transition process has been significant in leading to the unprecedented growth that higher education now enjoys. At the same time, it must be of concern to all of us that a significantly high proportion of those entering college eventually drop out. This loss of human talent needs to be addressed as we seek ways of insuring that students are not dropping out for reasons within our control, including adequate high school preparation appropriate college teaching, and sufficient financial support to equalize access to higher education to all individuals.

While over twelve million students were enrolled in college in 1981, the demographics of the upcoming decade will not support these continued capacity levels for higher education. This will certainly be true of the traditional first time student, the recent high school graduate. With the projected 20-25% decline for high school graduates later in this decade, colleges will be faced with very difficult decisions: to try to capture a larger share of a declining high school market; to reduce capacity consistent with the market decline; to maintain current capacity by cultivating an already expanded adult population; or for those colleges unable or unwilling to pursue such options, to be forced to close their doors.

The pressures will be there for such colleges to forego in some way the ethics that have long been associated with helping students choose the college best suited for them. In an effort to attract more students, some

colleges will be tempted not to act in the best interest of students but in the interests of the college. The temptation to substitute gimmickry for quality will be great as institutions strive for survival in this climate.

At the same time that colleges will likely seek to serve a changing older population, it should be important that factors traditionally considered for admissions of high school students be continually examined to insure that the full potential of the students is considered. Attention must also be given to insure that the high school curriculum will be of sufficient quality to enable all students desiring to continue their education to do so with confidence that they have been adequately prepared to pursue a higher education of their choosing. Finally, based on full analysis, this Commission has the opportunity to give direction to insure that appropriate and sufficient federal resources be brought to bear to make the national goals of excellence in education a reality.

I thank you, Mr. Chairman. This concludes my remarks. I shall be glad to answer questions.

The College Board
500 Davis Street, Evanston, Illinois 60201
(312) 866-1700

Midwestern Regional Office

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ADDENDUM TO

TESTIMONY OF

JOHN VACCARO

ASSOCIATE DIRECTOR, MIDWESTERN REGIONAL OFFICE

FOR THE

NATIONAL COMMISSION ON EXCELLENCE IN EDUCATION

ON

COLLEGE ADMISSIONS AND THE TRANSITION TO POSTSECONDARY EDUCATION

JUNE 23, 1982

CHICAGO, ILLINOIS

A nonprofit educational association serving students, schools, and colleges through programs designed to expand educational opportunity

The June 10, 1982, overview background paper for this hearing contained specific questions not contained in your earlier draft background paper which served to direct my earlier submitted written testimony.

The additional questions are important ones, and the College Board does have information directly bearing on some of them, and this additional testimony is provided in response to specific questions.

The background paper prepared for this hearing correctly states that "It has been consistently demonstrated that high school grade point averages and class standing, not test scores, are the strongest predictors of success in college." While numerous College Board validity studies have led to the validity of that statement, it perhaps should be pointed out that the difference between high school performance and SAT scores to predict academic success in college is not that great. The most recent analysis (1974-78) shows that the median correlation for high school record is .47, while the median correlation for combined SAT-verbal and math scores is .44. The College Board has maintained and studies have repeatedly shown that the validity of the optimally weighted combination of high school records and test scores is invariably higher than that of either the high school record or test scores separately. Used in combination, they represent an appreciable increase in the accuracy of academic prediction.

Further, you asked, "As a consequence of grade inflation over the past decade, have test scores become better predictors of college performance than grades or class rank? Is there any distinction between aptitude and achievement tests in this regard? Is there any chance that colleges will turn more to Achievement tests, if for no other reason than to check the reliability of high school grades?" Since 1964, based upon an anaylsis of a sample of over

1500 validity studies at colleges utilizing College Board services, the ability of the high school record to predict academic success in colleges has followed cyclical trends. From 1965 to 1971, the ability of the high school record to predict academic success in college declined from a median .62 correlational high in 1965, to .49 in 1971. During the period, 1972-1980, the predictive validity leveled off and it has ranged from .46 to .51 during that period of time. Conversely, the ability of the SAT-verbal and math scores to predict college success, has likewise been rather cyclical. Between 1965-70, it ranged between .39 and .44 with no discernible linear trend. From 1971 through 1974, a linear trend was observed as the predictive validity of the SAT increased from .38 to .47. Since 1978, the predictive ability of the SAT has remained stable at .42. Since 1964, it can be said that at those institutions conducting College Board validity studies, the SAT scores did not become better predictors than high school grades or class rank, although, the difference between the two has generally decreased.

However, in recent studies, (1974-78) completed in colleges utilizing both the SAT and the Achievement tests of the Admissions Testing Program. the combination of the SAT and the Achievement tests as predictors exceeded high school rank as a predictor in those colleges. Specifically, the SAT and Achievement test scores accounted for sixty percent of the prediction and the high school record, forty percent. Specific contributions to prediction were SAT-verbal, fifteen percent; SAT-math, fifteen percent; and Achievement tests, thirty percent. However, it needs to be pointed out that in 1981-82, only ninety one colleges required the Achievement tests of all applicants, and seventy six additional colleges required the Achievement tests of some of their applicants. These 167 colleges represent only about

five percent of all colleges in the country. The observed trend over the years has been for fewer colleges to require the Achievement tests rather than more of them doing so.

You posed another concern in your background paper by stating, "It has been observed that regardless of test scores, the principle barrier to learning faced by entering college students is vocabulary. Is there any way the admissions process can provide a more accurate reading on the extent of a student's vocabulary?" Since 1975, verbal subscores in reading and vocabulary have been reported to colleges to allow institutions to study the intricate relationships between these two components and the overall SAT-verbal score.

The last specific question that you raised coincidental to College Board areas of interest, was "Do any of the examinations used by entering college students to earn college credits--The College Level Examination Program, the Advanced Placement Program...--stand out as true indicators of a student's mastery of college level material?" The answer is an unequivocal yes, if subsequent academic performance in college is used as the criterion for subject mastery. Study after study shows that students receiving college credit based upon AP or CLEP performance, achieve at a higher rate than the non-credit by examination group. They also tend to successfully complete more courses and garner more scholastic honors. Even when ability levels are controlled, the credit by examination group invariably demonstrates superior academic achievements.

You have raised some important validity questions that I have tried to briefly respond to. Given the complexity of the many factors associated with predictive validity, I would recommend a more detailed and in depth look at the data before generalized conclusions are drawn.

APPENDIX

SELECTED TABLES FROM COLLEGE-BOUND NATIONAL REPORTS
ON COLLEGE-BOUND SENIORS, 1973-1981

Table 1	SAT Scores Verbal and Math
Table 6	Number of Years of Study by Subject
Table 7	Self Reported Class Rank
Table 8	Estimated High School Grade Point Average
Tables 9 and 10	Ethnic Background

TABLE I
SAT Scores
VERBAL

Male

Year	'73	'74	'75	'76	'77	'78	'79	'80	'81
	%	%	%	%	%	%	%	%	%
Score									
700 - 800	1	1	1	1	1	1	1	1	1
600 - 699	9	9	7	7	7	7	7	7	6
500 - 599	22	22	21	21	19	20	19	20	20
400 - 499	33	33	33	32	34	33	33	33	33
300 - 399	27	27	28	29	28	28	28	28	27
200 - 299	8	8	9	11	11	11	11	12	11
Number	515,927	492,648	496,860	494,626	479,070	478,791	479,224	478,284	478,448
Mean	446	447	437	433	431	433	431	428	430
S. D.	110	111	111	111	110	110	111	110	110

Female

Year	'73	'74	'75	'76	'77	'78	'79	'80	'81
	%	%	%	%	%	%	%	%	%
Score									
700 - 800	1	1	1	1	1	1	1	1	1
600 - 699	7	8	6	7	7	6	6	6	6
500 - 599	21	22	19	19	19	19	18	18	17
400 - 499	34	34	34	32	34	32	33	32	32
300 - 399	27	27	28	29	28	29	30	30	30
200 - 299	8	8	10	11	11	12	12	13	14
Number	498,926	492,591	499,568	505,183	500,326	510,394	512,393	512,961	515,598
Mean	443	442	431	430	427	425	423	420	418
S. D.	107	108	108	110	110	110	110	110	110

Total

Year	'73	'74	'75	'76	'77	'78	'79	'80	'81
	%	%	%	%	%	%	%	%	&
Score									
700 - 800	1	1	1	1	1	1	1	1	1
600 - 699	9	9	7	7	7	7	6	6	6
500 - 599	22	22	21	20	19	20	19	18	19
400 - 499	34	33	34	32	34	33	33	32	33
300 - 399	27	27	28	29	28	28	30	29	29
200 - 299	8	8	10	11	11	11	11	13	13
Number	1,014,853	985,239	996,428	999,809	979,396	989,185	991,617	991,245	994,046
Mean	445	444	434	431	429	429	427	424	424
S. D.	108	110	109	110	110	110	110	110	110

TABLE I
SAT Scores
MATH

Male

Year	'73	'74	'75	'76	'77	'78	'79	'80	'81
	%	%	%	%	%	%	%	%	%
Score									
700 - 800	4	6	6	6	6	6	5	4	4
600 - 799	17	17	16	17	17	16	16	16	16
500 - 599	31	29	28	28	29	28	29	27	30
400 - 499	28	28	28	27	26	28	27	28	28
300 - 399	17	17	18	18	18	18	19	19	18
200 - 299	3	3	4	5	5	5	5	5	5
Number	515,863	492,598	496,843	494,619	479,058	478,717	479,099	478,193	478,301
Mean	502	501	495	497	497	494	493	491	492
S. D.	117	119	119	123	121	121	121	120	119

Female

Year	'73	'74	'75	'76	'77	'78	'79	'80	'81
	%	%	%	%	%	%	%	%	%
Score									
700 - 800	1	1	1	1	1	1	1	1	1
600 - 799	9	10	9	9	9	9	8	9	8
500 - 599	28	25	25	23	24	23	23	22	24
400 - 499	33	33	33	31	30	32	31	32	32
300 - 399	24	25	27	27	28	28	28	28	26
200 - 299	6	6	7	8	8	8	8	8	8
Number	498,841	492,517	499,548	505,157	500,286	510,332	512,306	512,863	515,371
Mean	460	459	449	446	445	444	443	443	443
S. D.	106	108	107	111	110	110	109	109	109

Total

Year	'73	'74	'75	'76	'77	'78	'79	'80	'81
	%	%	%	%	%	%	%	%	%
Score									
700 - 800	3	4	3	4	3	3	3	3	3
600 - 799	13	13	12	13	13	12	12	12	11
500 - 599	29	26	26	26	26	25	26	24	27
400 - 499	30	31	30	29	28	29	30	30	30
300 - 399	20	21	23	23	24	23	23	24	22
200 - 299	5	4	6	6	6	6	7	6	7
Number	1,014,704	985,115	996,391	999,776	979,344	989,049	991,405	991,056	993,672
Mean	481	480	472	472	470	468	467	466	466
S. D.	113	116	115	120	119	118	117	117	117

TABLE 6
Number of Years of Study of Subject
English

Male

Year	'73	'74	'75	'76	'77	'78	'79	'80	'81
	%	%	%	%	%	%	%	%	%
No Courses	0	0	0	0	0	0	0	0	0
One Year	0	0	0	0	1	1	1	1	1
Two Years	1	1	1	1	2	2	2	2	2
Three Years	8	9	10	10	9	8	7	7	6
Four Years	83	82	81	80	79	80	81	81	82
Five or more Years	7	7	8	8	9	9	9	9	9
Number Responding	388,017	403,572	403,123	383,653	398,367	433,446	440,075	438,599	438,404
Mean Number of Years	3.95	3.94	3.94	3.93	3.92	3.93	3.94	3.93	3.95

Female

Year	'73	'74	'75	'76	'77	'78	'79	'80	'81
	%	%	%	%	%	%	%	%	%
No Courses	1	1	1	1	0	0	0	0	0
One Year	0	0	0	0	0	1	1	1	1
Two Years	1	1	1	1	1	1	1	1	1
Three Years	7	8	9	9	9	7	7	6	6
Four Years	83	82	80	79	78	79	80	80	81
Five or more Years	8	9	9	10	11	12	12	12	11
Number Responding	403,416	428,159	428,632	415,459	436,591	478,412	490,337	491,052	491,554
Mean Number of Years	3.98	3.97	3.96	3.96	3.97	3.98	3.99	3.99	4.00

Total

Year	'73	'74	'75	'76	'77	'78	'79	'80	'81
	%	%	%	%	%	%	%	%	%
No Courses	1	1	1	1	0	0	0	0	0
One Year	0	0	0	0	1	1	1	1	1
Two Years	1	1	1	1	1	1	1	2	1
Three Years	7	8	9	9	9	7	7	7	6
Four Years	83	82	80	79	78	79	80	80	82
Five or more Years	8	8	9	9	10	11	11	10	10
Number Responding	791,433	831,731	831,755	799,112	834,958	911,853	930,412	929,651	929,958
Mean Number of Years	3.97	3.96	3.95	3.95	3.95	3.96	3.97	3.96	3.98

TABLE 6 (con't)
Number of Years of Study of Subject
Mathematics

Male

Year	'73	'74	'75	'76	'77	'78	'79	'80	'81
	%	%	%	%	%	%	%	%	%
No Courses	0	0	0	0	0	0	0	0	0
One Year	2	1	2	2	2	2	2	2	2
Two Years	10	11	10	10	10	10	9	9	8
Three Years	28	29	28	27	26	25	24	23	23
Four Years	51	50	50	51	50	51	53	53	54
Five or more Years	9	9	9	10	11	12	12	12	13
Number Responding	387,692	403,094	402,850	383,441	397,998	433,079	439,862	438,254	438,052
Mean Number of Years	3.54	3.53	3.55	3.57	3.57	3.60	3.62	3.65	3.68

Female

Year	'73	'74	'75	'76	'77	'78	'79	'80	'81
	%	%	%	%	%	%	%	%	%
No Courses	0	0	0	0	0	0	1	0	0
One Year	3	3	3	3	3	3	3	3	2
Two Years	20	21	20	20	19	18	17	16	15
Three Years	40	40	39	37	36	35	34	33	32
Four Years	33	33	34	35	35	37	39	41	43
Five or more Years	4	4	4	5	5	6	6	7	8
Number Responding	402,988	427,45[illegible]	428,264	415,116	436,145	477,981	490,020	490,735	491,151
Mean Number of Years	3.14	3.1[illegible]	3.15	3.17	3.19	3.22	3.27	3.32	3.38

Total

Year	'73	'74	'75	'76	'77	'78	'79	'80	'81
	%	%	%	%	%	%	%	%	%
No Courses	0	0	0	0	0	0	0	0	0
One Year	3	2	3	3	3	3	2	2	2
Two Years	15	16	15	16	15	14	13	13	12
Three Years	34	35	34	32	31	30	29	29	27
Four Years	42	41	42	43	42	44	45	47	49
Five or more Years	6	6	6	7	8	9	9	10	10
Number Responding	790,680	830,548	831,114	798,557	834,143	911,060	929,882	928,989	929,203
Mean Number of Years	3.34	3.32	3.34	3.36	3.37	3.40	3.44	3.47	3.52

TABLE 6 (con't)
Number of Years of Study of Subject
Foreign Language

Male

Year	'73	'74	'75	'76	'77	'78	'79	'80	'81
	%	%	%	%	%	%	%	%	%
No Courses	11	11	11	13	15	15	16	16	16
One Year	11	11	12	13	14	14	14	14	14
Two Years	41	42	42	41	39	38	38	37	37
Three Years	23	22	21	20	19	19	19	19	19
Four Years	12	11	11	11	10	11	11	11	11
Five or more Years	3	3	3	3	3	3	3	3	3
Number Responding	385,468	399,650	399,707	380,134	394,738	429,656	436,541	434,710	434,591
Mean Number of Years	2.23	2.19	2.17	2.12	2.06	2.04	2.03	2.02	2.03

Female

Year	'73	'74	'75	'76	'77	'78	'79	'80	'81
	%	%	%	%	%	%	%	%	%
No Courses	7	7	8	9	10	11	11	11	11
One Year	8	9	10	11	12	13	13	13	13
Two Years	34	36	36	36	36	35	35	34	34
Three Years	26	25	24	23	22	22	22	21	21
Four Years	19	18	17	16	15	15	15	15	16
Five or more Years	6	6	5	5	5	5	5	5	5
Number Responding	401,948	425,783	426,422	413,106	433,661	475,171	487,481	487,746	488,328
Mean Number of Years	2.61	2.54	2.49	2.41	2.34	2.31	2.32	2.31	2.31

Total

Year	'73	'74	'75	'76	'77	'78	'79	'80	'81
	%	%	%	%	%	%	%	%	%
No Courses	9	9	9	11	12	13	13	14	14
One Year	9	10	11	12	13	13	13	14	14
Two Years	37	39	39	38	37	36	36	36	36
Three Years	25	24	23	22	21	21	20	20	20
Four Years	16	15	14	14	13	13	13	13	13
Five or more Years	5	5	4	4	4	4	4	4	4
Number Responding	787,416	825,433	826,129	793,240	828,399	904,827	924,022	922,456	922,919
Mean Number of Years	2.42	2.37	2.34	2.27	2.21	2.18	2.18	2.17	2.18

TABLE 6 (con't)
Number of Years of Study of Subject
Biological Sciences

Male

Year	'73	'74	'75	'76	'77	'78	'79	'80	'81
	%	%	%	%	%	%	%	%	%
No Courses	7	6	5	5	6	6	6	6	6
One Year	60	59	58	56	60	61	61	61	61
Two Years	26	28	28	29	26	25	25	25	25
Three Years	5	6	6	6	5	5	5	5	5
Four Years	2	2	2	2	2	2	2	2	2
Five or more Years	0	1	1	1	1	1	1	1	1
Number Responding	385,687	399,330	399,446	380,051	395,459	431,186	437,965	36,214	435,997
Mean Number of Years	1.35	1.40	1.44	1.46	1.40	1.38	1.39	1.39	1.39

Female

Year	'73	'74	'75	'76	'77	'78	'79	'80	'81
	%	%	%	%	%	%	%	%	%
No Courses	5	5	4	4	5	5	5	5	4
One Year	60	59	58	56	59	61	60	60	60
Two Years	29	29	30	30	28	28	28	28	28
Three Years	4	5	6	7	6	5	5	5	5
Four Years	1	1	2	2	2	1	2	2	2
Five or more Years	0	0	0	0	1	1	1	1	1
Number Responding	401,406	423,628	424,147	411,019	433,475	476,082	488,242	488,820	489,320
Mean Number of Years	1.36	1.41	1.45	1.48	1.42	1.40	1.41	1.41	1.41

Total

Year	'73	'74	'75	'76	'77	'78	'79	'80	'81
	%	%	%	%	%	%	%	%	%
No Courses	6	5	4	4	5	5	5	5	5
One Year	60	59	58	56	59	61	61	61	61
Two Years	28	29	29	30	27	27	27	26	27
Three Years	4	5	6	7	6	5	5	5	5
Four Years	1	1	2	2	2	1	2	2	2
Five or more Years	0	0	0	0	1	1	1	1	1
Number Responding	787,093	822,958	823,593	791,070	828,934	907,268	926,207	925,034	925,317
Mean Number of Years	1.36	1.41	1.45	1.47	1.41	1.39	1.40	1.40	1.40

TABLE 6 (con't)
Number of Years of Study of Subject
Physical Sciences

Male

Year	'73	'74	'75	'76	'77	'78	'79	'80	'81
	%	%	%	%	%	%	%	%	%
No Courses	12	10	9	9	8	7	7	7	6
One Year	30	33	34	34	29	27	27	27	26
Two Years	37	35	34	34	35	36	36	36	36
Three Years	17	17	17	17	22	23	24	24	24
Four Years	3	4	5	5	5	5	5	5	5
Five or more Years	1	1	1	1	1	2	2	2	2
Number Responding	384,086	396,051	394,682	375,741	393,222	430,243	437,104	435,378	435,359
Mean Number of Years	1.72	1.77	1.79	1.80	1.91	1.97	1.98	1.99	2.01

Female

Year	'73	'74	'75	'76	'77	'78	'79	'80	'81
	%	%	%	%	%	%	%	%	%
No Courses	22	17	15	15	13	13	12	12	11
One Year	43	44	44	43	41	40	39	38	38
Two Years	27	29	29	29	32	33	34	34	34
Three Years	7	8	9	9	11	12	13	13	14
Four Years	1	2	3	4	2	2	2	2	2
Five or more Years	0	0	0	0	1	1	1	1	1
Number Responding	398,091	415,934	414,223	401,401	428,369	473,675	486,037	486,726	487,357
Mean Number of Year	1.23	1.36	1.44	1.45	1.50	1.53	1.56	1.57	1.59

Total

Year	'73	'74	'75	'76	'77	'78	'79	'80	'81
	%	%	%	%	%	%	%	%	%
No Courses	17	14	12	12	11	10	9	9	9
One Year	37	39	39	39	35	34	33	32	32
Two Years	32	32	31	31	33	34	35	35	35
Three Years	12	12	13	13	16	17	18	18	19
Four Years	2	3	4	4	3	3	3	4	4
Five or more Years	0	0	0	0	1	1	1	1	1
Number Responding	782,177	811,985	808,905	777,142	821,591	903,918	923,141	922,104	922,716
Mean Number of Years	1.47	1.56	1.61	1.62	1.70	1.74	1.76	1.77	1.79

TABLE 6 (con't)
Number of Years of Study of Subject
Social Studies

Male

Year	'73	'74	'75	'76	'77	'78	'79	'80	'81
	%	%	%	%	%	%	%	%	%
No Courses	0	1	1	1	1	1	1	1	1
One Year	2	3	4	4	3	2	2	2	2
Two Years	15	16	17	17	17	16	17	17	16
Three Years	36	37	37	37	39	39	39	39	39
Four Years	40	38	37	36	35	35	35	35	36
Five or more Years	6	5	5	5	6	6	6	6	6
Number Responding	385,787	400,765	400,537	381,108	395,840	430,777	437,379	435,736	435,685
Mean Number of Years	3.32	3.25	3.21	3.18	3.23	3.25	3.24	3.23	3.24

Female

Year	'73	'74	'75	'76	'77	'78	'79	'80	'81
	%	%	%	%	%	%	%	%	%
No Courses	0	1	1	1	1	1	1	1	1
One Year	2	3	4	4	3	2	2	2	2
Two Years	16	17	18	19	19	19	19	19	18
Three Years	40	40	40	40	41	42	41	41	42
Four Years	37	35	33	32	31	31	31	31	32
Five or more Years	5	5	4	4	5	6	6	6	6
Number Responding	401,083	425,244	425,819	412,538	433,667	475,587	487,398	488,077	488,695
Mean Number of Years	3.25	3.19	3.14	3.12	3.16	3.18	3.17	3.17	3.19

Total

Year	'73	'74	'75	'76	'77	'78	'79	'80	'81
	%	%	%	%	%	%	%	%	%
No Courses	0	1	1	1	1	1	1	1	1
One Year	2	3	4	4	3	2	2	2	2
Two Years	16	17	18	18	18	18	18	18	17
Three Years	38	39	39	39	40	41	40	40	40
Four Years	38	36	35	34	33	33	33	33	34
Five or more Years	5	5	4	4	5	6	6	6	6
Number Responding	786,870	826,009	826,356	793,646	829,507	906,364	924,777	923,813	924,380
Mean Number of Years	3.28	3.22	3.17	3.15	3.19	3.21	3.21	3.20	3.22

TABLE 7
Self Reported Class Rank

Male

Year	'73	'74	'75	'76	'77	'78	'79	'80	'81
	%	%	%	%	%	%	%	%	%
Top Tenth	21	21	21	22	22	21	21	21	21
Second Tenth	23	24	25	25	23	22	22	22	22
Second Fifth	27	29	30	29	28	27	28	27	28
Third Fifth	24	23	21	22	24	25	26	26	26
Fourth Fifth	3	2	2	2	3	3	3	3	3
Lowest Fifth	1	0	0	0	1	1	1	1	1
Number Responding	341,903	372,639	395,013	376,413	388,469	420,509	426,801	424,497	424,342
Median Percentile Rank	75.6	76.6	77.3	77.6	76.1	75.2	74.7	74.5	74.2

Female

Year	'73	'74	'75	'76	'77	'78	'79	'80	'81
	%	%	%	%	%	%	%	%	%
Top Tenth	26	24	23	23	24	23	23	22	22
Second Tenth	26	27	27	26	24	23	23	22	22
Second Fifth	26	28	29	28	26	26	26	26	26
Third Fifth	20	20	20	22	24	25	25	26	26
Fourth Fifth	2	2	1	2	2	3	3	3	3
Lowest Fifth	0	0	0	0	0	0	0	0	0
Number Responding	337,239	377,471	409,520	398,268	415,190	451,969	463,981	464,338	465.005
Median Percentile Rank	80.8	80.4	80.0	79.3	78.1	76.9	76.4	76.0	75.6

Total

Year	'73	'74	'75	'76	'77	'78	'79	'80	'81
	%	%	%	%	%	%	%	%	%
Top Tenth	23	22	22	23	23	22	22	22	21
Second Tenth	24	26	26	25	23	23	22	22	22
Second Fifth	27	28	29	28	27	27	27	27	27
Third Fifth	22	21	21	22	24	25	26	26	26
Fourth Fifth	3	2	2	2	3	3	3	3	3
Lowest Fifth	0	0	0	0	0	1	1	1	1
Number Responding	679,142	570,110	804,534	774,681	803,659	872,478	890,782	888,835	889,347
Median Percentile Rank	77.8	78.6	78.7	78.5	77.1	76.0	75.6	75.3	74.9

TABLE 7
Self Reported Class Rank (con't)

Total
Percent with this Rank or Better

Year	'73	'74	'75	'76	'77	'78	'79	'80	'81
	%	%	%	%	%	%	%	%	%
Top Tenth	23	22	22	23	23	22	22	22	21
Second Tenth	47	48	48	48	46	45	44	44	43
Second Fifth	74	76	77	76	73	72	71	71	70
Third Fifth	96	97	98	98	97	97	97	96	96
Fourth Fifth	99	99	100	100	100	100	100	100	100
Lowest Fifth	99	99	100	100	100	100	100	100	100

TABLE 8

Estimated High School Grade Point Average

Male

Year	'73	'74	'75	'76	'77	'78	'79	'80	'81
	%	%	%	%	%	%	%	%	%
HGPA									
3.50 - 4.00	23	23	25	27	27	26	25	25	24
3.00 - 3.49	29	29	31	31	31	30	30	29	29
2.50 - 2.99	25	25	26	24	25	25	25	25	26
2.00 - 2.49	18	16	16	14	14	16	16	16	16
1.50 - 1.99	5	5	3	4	4	4	4	5	5
Under 1.50	1	1	1	0	0	0	0	0	0
Number	383,877	398,879	400,184	381,311	395,685	430,210	436,784	435,801	435,995
Mean	2.95	2.98	3.01	3.05	3.05	3.03	3.01	3.00	3.00
S.D.	.64	.62	.61	.60	.61	.61	.61	.62	.62

Female

Year	'73	'74	'75	'76	'77	'78	'79	'80	'81
	%	%	%	%	%	%	%	%	%
HGPA									
3.50 - 4.00	32	32	32	34	34	32	31	30	30
3.00 - 3.49	32	32	32	32	32	32	32	31	31
2.50 - 2.99	22	23	23	21	22	23	23	23	24
2.00 - 2.49	12	10	10	10	10	10	11	12	12
1.50 - 1.99	2	2	2	2	2	3	3	3	3
Under 1.50	1	0	0	0	0	0	0	0	0
Number	399,202	423,013	425,403	412,902	433,651	474,985	487,030	488,650	489,356
Mean	3.13	3.14	3.16	3.18	3.17	3.15	3.13	3.12	3.11
S.D.	.59	.58	.57	.57	.57	.58	.58	.58	.59

Total

Year	'73	'74	'75	'76	'77	'78	'79	'80	'81
	%	%	%	%	%	%	%	%	%
HGPA									
3.50 - 4.00	27	27	29	30	30	29	28	28	27
3.00 - 3.49	30	31	32	32	32	31	31	30	30
2.50 - 2.99	23	24	24	23	23	24	24	24	25
2.00 - 2.49	14	14	12	12	12	12	13	14	14
1.50 - 1.99	3	3	3	3	3	3	3	4	4
Under 1.50	1	1	1	0	0	0	0	0	0
Number	783,079	821,892	825,588	794,213	829,336	905,195	923,814	924,451	925,351
Mean	3.04	3.06	3.09	3.12	3.11	3.09	3.08	3.06	3.06
S.D.	.62	.60	.59	.59	.59	.60	.60	.60	.60

TABLE 9
Ethnic Background

Male

Year	'73	'74	'75	'76	'77	'78	'79	'80	'81
	%	%	%	%	%	%	%	%	%
American Indian	0	0	0.3	0.3	0.4	0.4	0.4	0.5	0.6
Black	6	6	6.6	6.8	7.2	7.5	7.6	7.8	7.6
Mexican American	1	1	1.5	1.6	1.8	1.8	1.7	1.7	1.8
Oriental	2	2	2.1	2.3	2.5	2.7	2.9	3.4	3.7
Puerto Rican	0	1	0.7	0.7	0.8	0.9	1.0	1.1	1.1
White	88	87	87.0	86.0	84.9	84.1	83.8	83.0	82.8
Other	2	2	1.9	2.2	2.4	2.5	2.6	2.6	2.4
Number Responding	384,917	400,183	400,186	378,635	390,762	425,203	432,265	429,968	430,005
% Minority Students	11	12	13.0	14.0	15.1	15.9	16.2	17.0	17.2

Female

Year	'73	'74	'75	'76	'77	'78	'79	'80	'81
	%	%	%	%	%	%	%	%	%
American Indian	0	0	0.3	0.3	0.4	0.4	0.4	0.5	0.5
Black	9	9	9.1	9.5	10.1	10.3	10.2	10.4	10.2
Mexican American	1	1	1.3	1.5	1.6	1.7	1.6	1.7	1.7
Oriental	2	2	1.9	2.1	2.3	2.5	2.6	3.0	3.2
Puerto Rican	1	1	0.6	0.7	0.8	1.0	1.0	1.1	1.2
White	87	86	85.1	84.1	82.9	82.1	82.1	81.3	81.1
Other	1	2	1.6	1.8	1.9	2.1	2.1	2.0	2.0
Number Responding	399,931	424,418	425,322	409,998	428,462	468,564	480,699	481,429	482,678
% Minority Students	14	15	14.9	15.9	17.1	17.9	17.9	18.7	18.9

Total

Year	'73	'74	'75	'76	'77	'78	'79	'80	'81
	%	%	%	%	%	%	%	%	%
American Indian	0	0	0.3	0.3	0.4	0.4	0.4	0.5	0.6
Black	7	8	7.9	8.2	8.8	9.0	8.9	9.1	9.0
Mexican American	1	1	1.4	1.5	1.7	1.7	1.6	1.7	1.7
Oriental	2	2	2	2.2	2.4	2.6	2.8	3.2	3.4
Puerto Rican	0	1	0.7	0.7	0.8	1.0	1.0	1.1	1.1
White	87	86	86	85	83.9	83.0	82.9	82.1	81.9
Other	1	2	1.8	2.0	2.1	2.3	2.4	2.3	2.2
Number Responding	784,848	824,601	825,509	788,633	819,224	893,767	912,912	911,397	912,683
% Minority Students	11	14	14	15	16.1	17.0	17.1	17.9	18.1

* Rounded to the nearest whole number

TABLE 10
Ethnic Background

All Students

	'73	'74	'75	'76	'77	'78	'79	'80	'81
Mean Parental Income	15,900	17,670	19,770	20,000	21,500	23,300	25,400	28,300	30,500
Median Parental Income	NA	NA	15,500	16,400	17,600	19,200	20,800	22,200	24,100
Mean Parental Contribution	NA	2,050	2,300	2,150	2,210	2,320	2,210	2,320	2,020
Median Parental Contribution	NA	NA	1,020	1,170	1,200	1,140	1,190	920	810

American Indian

	'73	'74	'75	'76	'77	'78	'79	'80	'81
Mean Parental Income	NA	NA	13,900	15,100	16,400	17,900	19,600	22,100	24,600
Median Parental Income	NA	NA	11,400	12,500	13,500	15,000	16,600	17,800	19,700
Mean Parental Contribution	NA	1,290	1,310	1,400	1,440	1,500	1,530	1,500	1,430
Median Parental Contribution	NA	NA	420	570	490	560	590	440	370

Black

	'73	'74	'75	'76	'77	'78	'79	'80	'81
Mean Parental Income	NA	NA	10,100	10,500	11,300	12,300	13,700	15,100	15,800
Median Parental Income	NA	NA	8,200	8,400	8,900	9,500	10,200	11,600	12,100
Mean Parental Contribution	NA	710	670	710	730	780	820	750	640
Median Parental Contribution	NA	NA	160	100	40	380	410	0	0

Mexican American

	'73	'74	'75	'76	'77	'78	'79	'80	'81
Mean Parental Income	NA	NA	11,300	12,100	13,200	14,700	16,500	18,400	20,100
Median Parental Income	NA	NA	9,800	10,500	11,300	12,200	13,800	15,300	16,700
Mean Parental Contribution	530	790	670	750	800	890	940	900	810
Median Parental Contribution	NA	NA	190	210	150	430	470	50	0

Oriental

	'73	'74	'75	'76	'77	'78	'79	'80	'81
Mean Parental Income	NA	NA	16,800	17,900	19,000	20,600	22,600	25,400	27,400
Median Parental Income	NA	NA	13,900	14,900	15,400	16,200	18,000	19,400	20,900
Mean Parental Contribution	1,230	1,590	1,800	1,770	1,730	1,830	1,750	1,850	1,660
Median Parental Contribution	NA	NA	720	860	680	630	720	520	430

TABLE 10 (con't)
Ethnic Background

Puerto Rican

	'73	'74	'75	'76	'77	'78	'79	'80	'81
Mean Parental Income	NA	NA	12,600	12,500	13,000	13,300	14,500	16,500	18,000
Median Parental Income	NA	NA	9,400	9,400	9,600	9,500	10,400	11,700	12,900
Mean Parental Contribution	NA	1,030	1,060	950	870	860	830	870	740
Median Parental Contribution	NA	NA	260	200	80	390	410	0	0

White

	'73	'74	'75	'76	'77	'78	'79	'80	'81
Mean Parental Income	NA	NA	20,000	21,300	23,000	25,100	27,300	30,500	32,900
Median Parental Income	NA	NA	16,300	17,500	18,900	20,500	22,000	23,900	26,000
Mean Parental Contribution	1,580	2,240	2,520	2,360	2,440	2,580	2,440	2,590	2,260
Median Parental Contribution	NA	NA	1,150	1,380	1,420	1,410	1,570	1,160	1,020

Other

	'73	'74	'75	'76	'77	'78	'79	'80	'81
Mean Parental Income	NA	NA	15,800	16,600	17,500	18,800	20,400	23,100	24,700
Median Parental Income	NA	NA	12,600	13,200	13,600	14,500	15,800	17,100	18,100
Mean Parental Contribution	NA	1,490	1,680	1,580	1,520	1,570	1,500	1,610	1,410
Median Parental Contribution	NA	NA	530	650	500	540	570	330	220

No Ethnic Response

	'73	'74	'75	'76	'77	'78	'79	'80	'81
Mean Parental Income	NA	NA	18,400	20,000	19,700	21,700	23,800	26,300	28,000
Median Parental Income	NA	NA	15,200	16,300	15,900	17,700	19,500	20,700	21,600
Mean Parental Contribution	1,236	1,590	2,160	2,170	1,910	2,030	1,980	2,020	1,720
Median Parental Contribution	NA	NA	930	1,170	880	870	1,040	730	540

Income

	'73	'74	'75	'76	'77	'78	'79	'80	'81
Below $6,000	10	8	7.1	7.3	6.9	6.1	5.3	4.9	4.4
$ 6,000 - $11,999	34	29	24.4	21.7	19.3	17.3	15.2	13.2	11.8
$12,000 - $19,999	NA	NA	35.8	34.2	32.4	29.5	26.6	24.0	15.2
Above $20,000	NA	NA	32.7	36.8	41.3	47.0	53.1	57.8	68.5